

香港高中教育普及化 的危機與契機

葉建源

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2008年5月29日

(一) 問題的初步提出

- 質量問題: 數量是否必然與質量成反比?
- 升學問題: 高中將會更突出地成爲教育制度中的瓶頸

(二) 國際比較研究

背景

- 由美國賓夕凡尼亞大學牽頭的「八國教育研究計劃」的子項目，主題是高中到高等教育的銜接 (High School to Higher Education Transition)。
- 參與的國家和地區包括：瑞士、日本、香港、美國、泰國
- 實地考察研究地區：泰國、美國、瑞士

Competitiveness and Selectivity

THAILAND	U.S.	SWITZERLAND
<p>Highly competitive prestigious universities</p> <ul style="list-style-type: none"> • definition of requirements by the universities • Restricted study seats • very selective for elitist high schools • less selective after acceptance to university <p>Less or not competitive for remaining Institutions</p> <p>Private tutoring inevitable</p>	<p>Hughly selective top universities</p> <ul style="list-style-type: none"> • definition of requirements by the univer-sities • drop out variation from school to school • focus on coaching at top universties <p>Less or not competitive for remaining Institutions</p> <p>Private tutoring less important</p>	<p>Low competitive:</p> <ul style="list-style-type: none"> • Matura entitles to enter any university • Vocational matura entitles to enter any university of applied sciences <p>Very selective:</p> <ul style="list-style-type: none"> • transition sec. I to II • competition for apprenticeships • drop out during sec. II • high drop out at universites <p>Private tutoring less important</p>

National values and nature of secondary and post secondary education are linked

THAILAND	U.S.	SWITZERLAND
University education highly valued for personal success and national development	Strong academic preparation for all students highly valued	High work-quality notion
↓		↓
Low status of VE	↓	Pride in education system and workforce
↓		↓
Low status of completion education by VE on secondary level	VE on secondary level not seen as a good preparation for post-secondary education	High trust in vocational education (VE) system
↓	↓	↓
Companies not ready to invest in public VE-System	Companies not ready to invest in public VE-System	Companies invest in public VE-System

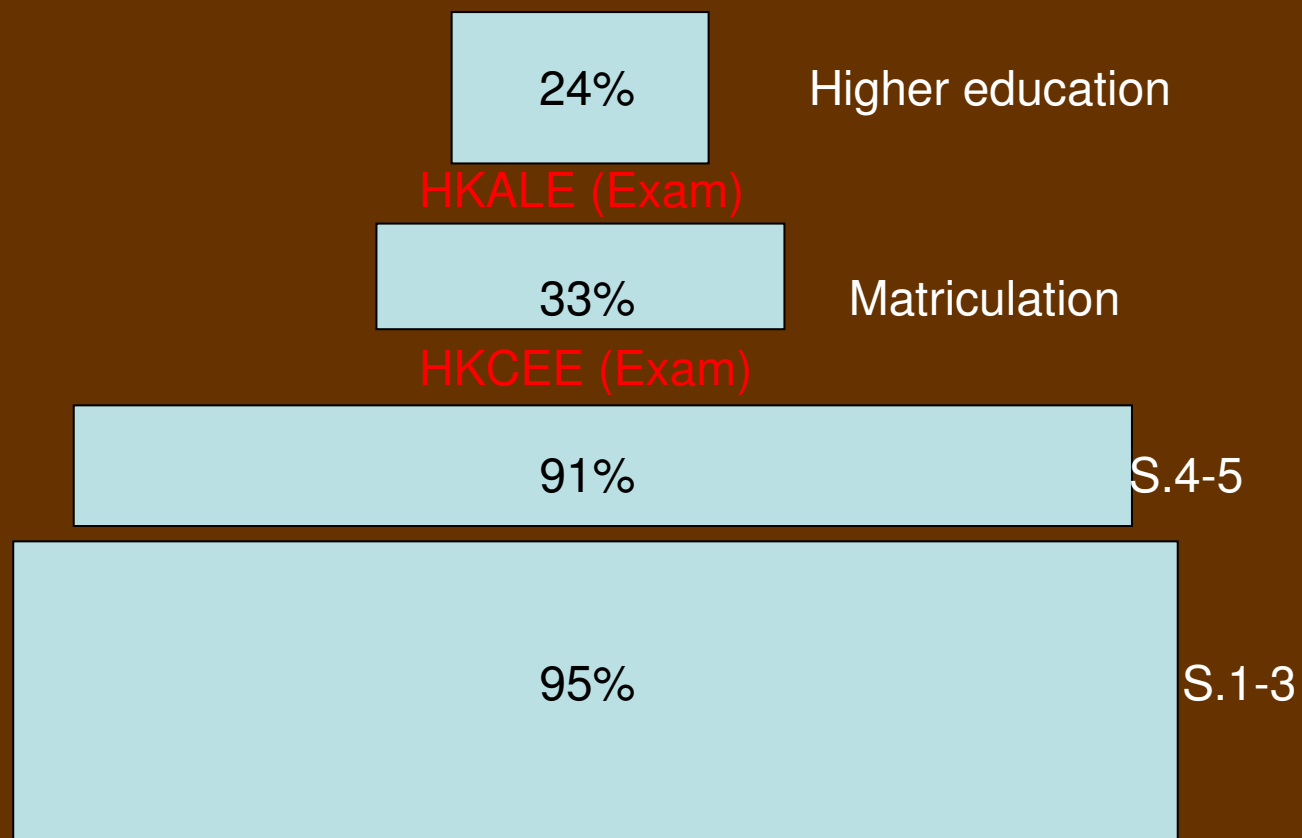
Vocational Education in Thailand and the USA are rather similar and differ very clearly from Switzerland

	THAILAND	U.S.	SWITZERLAND
system and numbers	<p>many non-dual vocational high schools</p> <p style="text-align: center;">↓</p> <p>many non-dual vocational schools</p>	<p>less than 20 % of upper secondary level go to a non-dual vocational high school</p> <p style="text-align: center;">↓</p> <ul style="list-style-type: none"> • medium developed school based post-secondary vocational education 	<p>65 % of upper secondary level go through a dual system of vocational education</p> <p style="text-align: center;">↓</p> <ul style="list-style-type: none"> • highly developed continuing vocational education • universities of applied sciences
value	highly stigmatized	highly stigmatized	not stigmatized
problem challenge	<p>the lowest 25 per cent of a school cohort</p> <p>higher education increasingly perceived as the educational path of choice</p>		

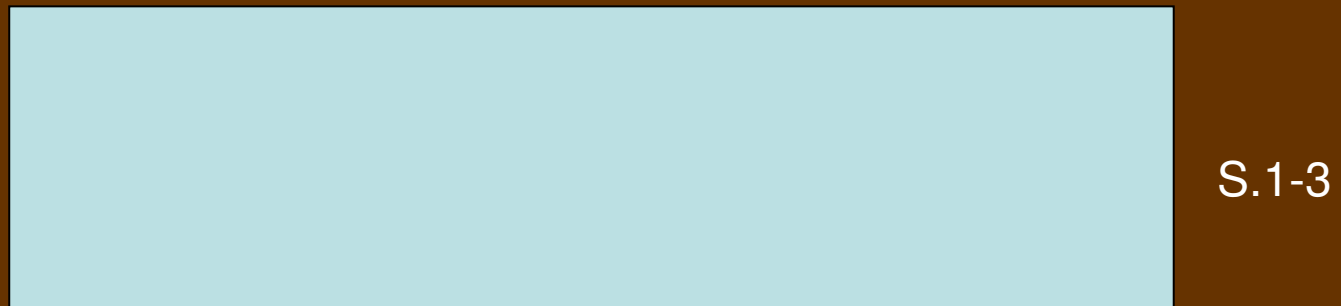
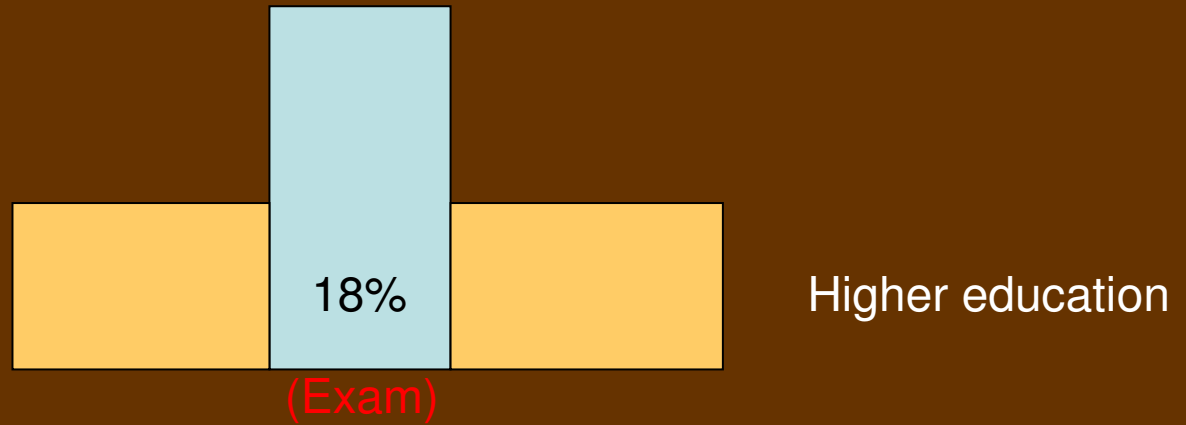
(三) 本港教育制度的反思

- (1) 「三三四」的改革是否舒緩了升學的競爭壓力呢？
- (2) 香港高中教育如何實現多元化，以處理多元化的學生需要呢？

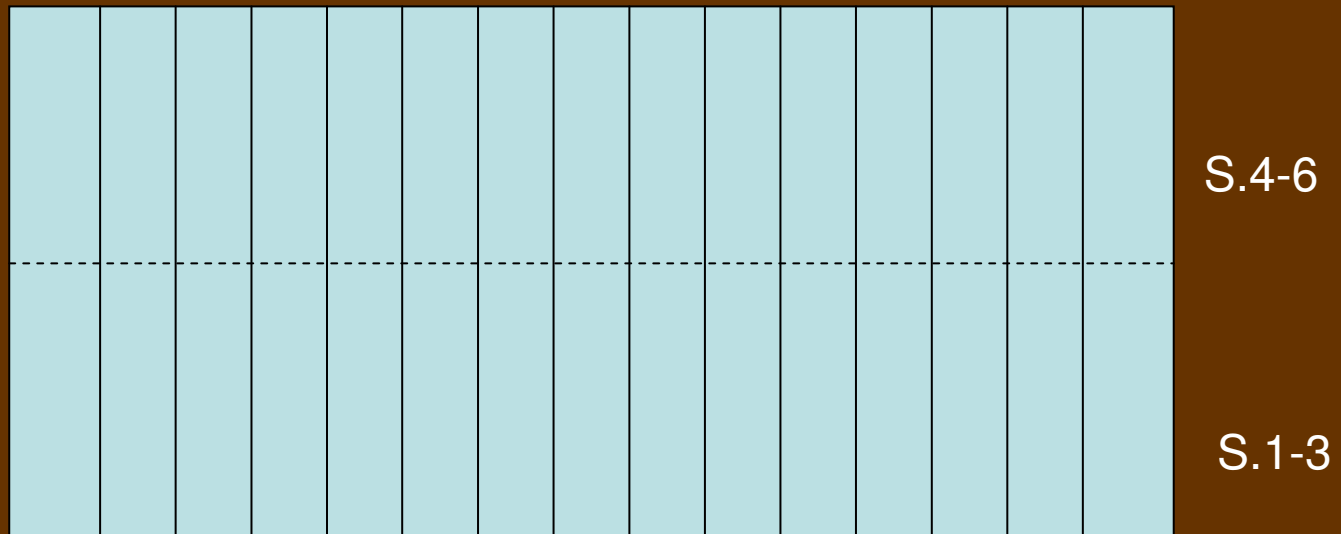
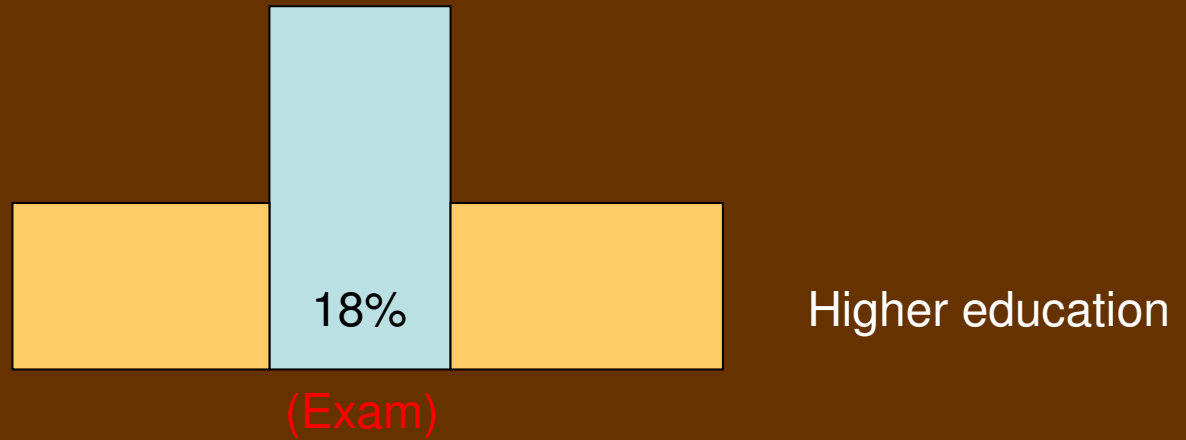
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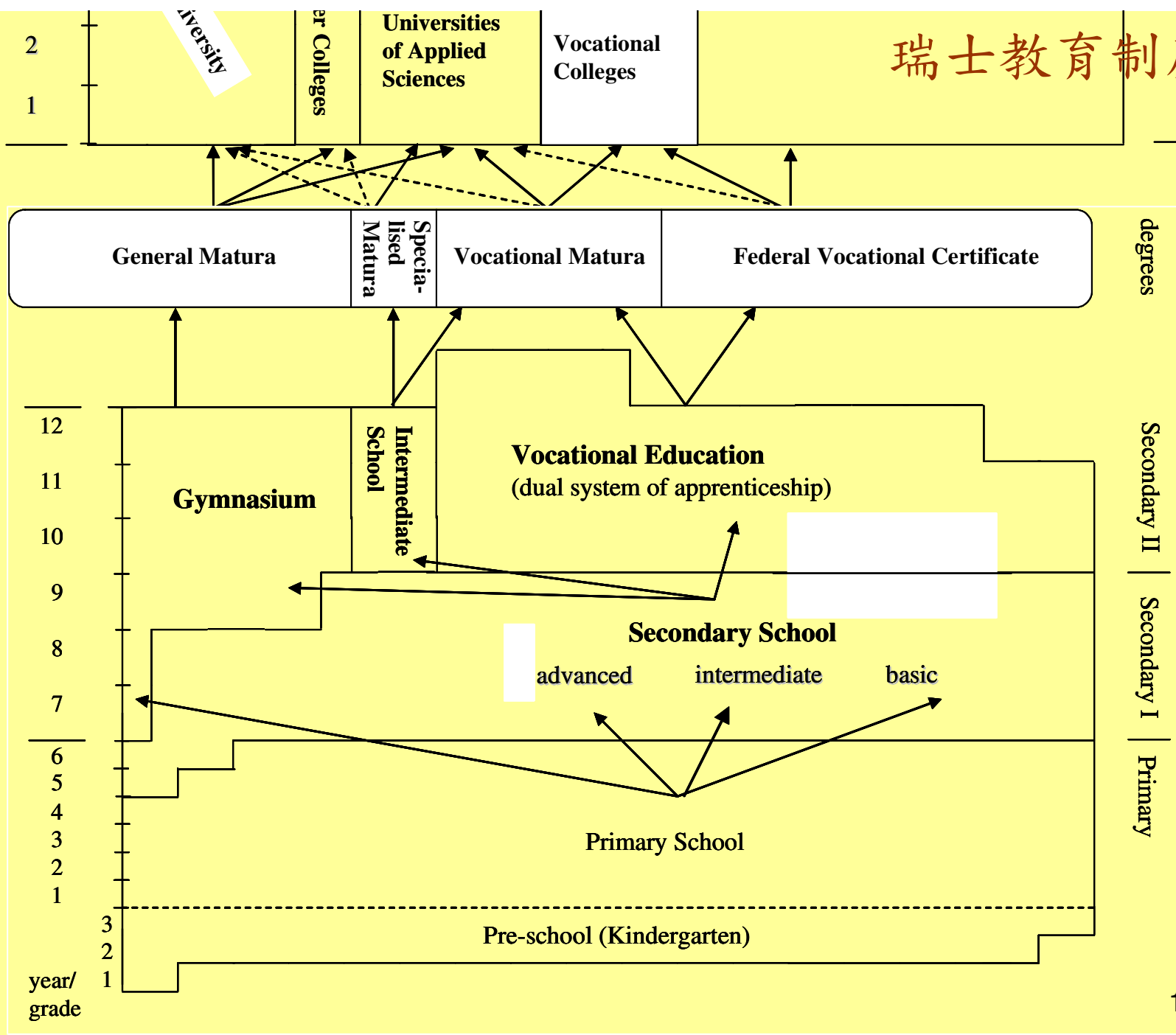
2012 (concept)



2012 (concept)



瑞士教育制度



1. 「三三四」學制的改革
2. 學位課程不變, 副學士大幅增加
3. 考試改革
2. 「應用學習」課程的引入
3. 高中書院的引入
4. 「小毅進」等計劃的引入
5. 「六年高中一貫制」的出現

End